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ABSTRACT

A study was conducted to determine why students were rejecting books recommended by their teachers for independent reading assignments. Approximately 80 eighth-grade students were given a reading interest survey/questionnaire to establish student reading interests. Students were then given a list of 15 independent reading selections compiled by the Educational Media Association to choose from for their independent reading assignments for approximately 5 months. The books were classified into 1 of the 20 categories on the interest survey. The student interest survey was compared to the book classifications for compatibility. Results indicated that students were rejecting books recommended by their teachers for independent reading assignments because educators were ignoring student interests. (Three tables of data are included and 47 references are attached. Appendixes include the reading interest surveys.) (MG)

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Students' Rejection of Teacher Choice of Free Reading Books

by
Karen Kennedy Kellerman

Presented in partial fulfillment of the requirements for
the Master of Arts Program, Kean College of New Jersey

4/19/91

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ABSTRACT

The purpose of this study was to determine why students are rejecting books recommended by their teachers for independent reading assignments. To do this, approximately eighty eighth grade students were given a reading interest survey/questionnaire to establish student reading interests. The students were then given a list of fifteen independent reading selections compiled by the Educational Media Association to choose from for their independent reading assignments for approximately five months. The books were then classified into one of the twenty categories on the interest survey. To analyze the results, the student interet survey was compared to the book classifications for compatibility. The results showed that students are rejecting books recommended by teachers for their independent reading assignments because educators are ignoring student interests.

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The "Literacy Crisis in America" describes a statement that is often read about and discussed in the United States. Currently, the United States ranks 49th in literacy out of one hundred fifty nine members of the United Nations (Larrick, 1987). As as result, teachers are more concerned than ever about the quality and quantity of student independent reading.

According to Becoming a Nation of Readers: The Report of the Commission on Reading (1984) most children do not read very much during their free time. For the majority, reading from books occupied 1% of their free time, or less. It was also found that the amount of time children spend reading in the classroom is small. In the typical primary school, students read silently about seven or eight minutes per day, or less than 10% of the total time devoted to reading. Betty McEady-Gillead (1989) found that if educators want young adolescents to increase their leisure reading, they must provide more opportunities for adolescents to participate in out of school activities that play a role in literacy development and advancement.

Interest and motivation are two important factors to be considered when discussing student literacy. Interest refers to a students' feeling of curiosity, fascination, or absorption. Motivation refers to an incentive, inducement, or motive (The American Heritage Dictionary of the English Language, 1979). Estes and Vaughn (1973) found that interest appears to be a very potent factor in determining reading comprehension. They also found that interest can

override difficulty, especially for mature readers. The Commission of Reading recommends that by the time students are in the third or fourth grade, they should be reading independently a minimum of two hours a week.

Groff (1962) hypothesized that the reading comprehension of an individual child is influenced to a degree by the type of content being read. Walker, Noland, and Greenshields (1979) suggest that interest has a greater influence than readability on comprehension, particularly among lower ability readers. Because of the lack of communication between teachers and students in the reading selection process, as noted by Blair and Turner (1982), an effort should be made to match independent reading material with student interests.

HYPOTHESIS

To provide additional information on the question "Why students are rejecting books recommended by their teachers for independent reading assignments", the following research study was established. It was hypothesized that students are rejecting books recommended by teachers for their independent reading assignments because educators are ignoring student interests.

PROCEDURES

Eighty eighth grade students at the South Plainfield Middle School were given a reading interest survey/questionnaire to establish student reading interests. The survey consisted of an interest inventory listing twenty reading items ranked as either: 1. read often, 2. read sometimes, or 3. hardly ever read. It also contained an explanation of the survey and directions for its completion. The students were then given a list of fifteen independent reading selections compiled by the Educational Media Association to choose from for their independent reading assignments for approximately five months. It was assumed that the Educational Media Association recommends their list of books for their interest level and student readability. The students were then asked to evaluate these books according to their individual preferences and interests. The researcher also classified each book into one of the twenty categories on the interest survey. The results of the student interest survey were then compared to the student evaluations and book classifications, as determined by the researcher, for compatibility.

RESULTS

Table I illustrates the results of students responses to the question, "Do you like to read in your free time?"

Table I

Do you like to read in your free time?

	Yes	No	Sometimes
Girls	7	14	7
Boys	6	21	14
Total	13	35	21

As can be seen, the majority of the students do not choose reading as an activity to engage in during their free time. Many of the students read only sometimes, and a minority of students do like to read in their free time.

In response to the question, "How much time do you spend reading every day?" the average amount of time differed between the girls and boys. Of the girls who responded to the question, an average of forty minutes a day was calculated. It should be noted, however, that not all students answered with a number of minutes. For those students, responses of "very little" or "whatever time I need" were given. The boys responded with an average of thirty-two minutes. Again, not all students answered with a number of minutes. Overall, boys and girls averaged

thirty-six minutes a day reading.

The overwhelming response to the question, "What is your favorite type of reading material?" for both boys and girls was magazines. Girls followed with Mystery, Teen Romance, and Realistic Fiction. Boys followed with Sports, Comic Books, and Mystery.

Table II illustrates students responses to a reading interest survey in which the students were asked to rank twenty reading items as either: 1. read often, 2. read sometimes, or 3. hardly ever read. For the boys, Sports ranked as the number one choice with thirty-four responses of read often and read sometimes. Sports was followed by Adventure/Mystery (thirty), Short Story (twenty-nine), Comic Book (twenty-seven), Adventure (twenty-five) and Tall Tale and Science Fiction (eighteen).

Girls responses were somewhat different. Girls ranked Adventure/Mystery and Short Story as their first choice with twenty-four responses of read often and read sometimes. Adventure and Dating and Love came in second with twenty-two followed by Realistic Fiction (nineteen), Tall Tale (eighteen), Poetry and Legend (seventeen), and Nature/Animals and Plays (sixteen).

The top response for boys and girls combined was Adventure/Mystery with fifty-four responses of read often and read sometimes. Next was Short Story with fifty-three followed by Sports (forty-eight), Adventure (forty-seven), Comic Book (forty-two), Tall Tale (thirty-six), Realistic Fiction and Legend (thirty-four), and finally, Science Fiction (twenty-nine).

Table II

Results of Student Interest Survey/Questionnaire

	Boys			Girls		
	Read Often	Read Sometimes	Hardly Ever Read	Read Often	Read Sometimes	Hardly Ever Read
Biography	1	7	33	1	5	22
Autobiography	1	7	33	0	7	21
Tall Tale	2	16	23	2	16	10
Historical Fiction	0	10	31	2	5	21
Realistic Fiction	3	12	26	8	11	9
Plays	1	5	35	3	13	12
Poetry	3	5	33	5	12	11
Short Story	7	22	12	10	14	4
Adventure	8	17	16	11	11	6
Classical Literature	1	4	36	1	4	23
Myth	7	7	27	3	12	13
Legend	6	11	24	3	14	11
Adventure/ Mystery	11	19	11	14	10	4
Comic Book	17	10	14	7	8	13
Information Book	0	13	28	1	8	19
Nature/ Animals	1	10	30	3	13	12
Science Fiction	4	14	23	4	7	17
How-To-Do Books	1	10	30	2	4	22
Sports	25	9	7	8	6	14
Dating and Love	1	4	36	12	10	6

Table III illustrates the book classifications of the fifteen independent reading books chosen for this study. In

Table III

Book Classifications

Category	Name of Book
Autobiography	Boy
Historical Fiction	Endless Steppe So Far From the Bamboo Grove Young Fu of the Upper Yangtze
Realistic Fiction	Dinky Hocker Shoots Smack Jacob Have I Loved The Contender
Adventure Mystery	The Dark is Rising The Hound of the Baskervilles The Man in the Woods
Nature/Animals	Dogsong Watersky
Sports	The Moves Make the Man
Dating and Love	Romeo and Juliet Together (and Alive) At Last

terms of compatibility with student preferences, three of the books, The Dark is Rising, The Hound of the Baskervilles, and The Man in the Woods, matched the girls' first choice of Adventure/Mystery. None of the books, however, matched their other first choice of Short Story. One of the books, Romeo and Juliet Together (and Alive) At Last, matched their second choice of Dating and Love, while none of the books matched their other second choice of Adventure. The girls' third choice of Realistic Fiction was

matched by three books, Dinky Hocker Shoots Smack, Jacob Have I Loved, and The Contender.

The boys' first preference of Sports was matched by only one book, The Moves Make the Man. Their second choice of Adventure/Mystery was matched by three books, The Dark is Rising, The Hound of the Baskervilles, and The Man in the Woods. The remainder of the books did not coincide with the top six preferences of the boys.

For both the boys and girls, only four out of the fifteen books ranked in their top three choices. Boy, an Autobiography, ranked third to last for boys and second to last for girls. The Endless Steppe, So Far From the Bamboo Grove, and Young Fu of the Upper Yangtze, all Historical Fiction, ranked among the bottom for both boys and girls. Stories about Nature/Animals such as Dogsong and Watersky ranked sixth for girls but very low among the boys. Dating and Love ranked second among the girls but last among the boys. Although Sports was the first choice for boys, it ranked only seventh for the girls.

CONCLUSIONS AND IMPLICATIONS

The results of the study support the hypotheses that students are rejecting books recommended by teachers for their independent reading assignments because educators are ignoring student interests. Only four out of the fifteen books chosen by teachers for free reading assignments matched the students top six preferences in terms of interest. The remainder of the books were among the

students least preferred types of books.

The implication of this study is that teachers should be aware of student interests when assigning free reading books. This can be done by administering a reading interest survey/questionnaire at the beginning of the year. Teachers can then stock the classroom library or make recommendations to the school librarian based on the results. Knowledge of students interests can also help teachers help students in the selection process. (This can help create a more open line of communication between teachers and students.) Some students may not be able to select appropriate books for free reading, therefore, educators should be knowledgeable about student interests and assist them as they make selections.

STUDENT READING INTERESTS: RELATED RESEARCH

In order to determine and/or understand why students are rejecting the free reading books chosen for them by their teachers, it is important to look at the research relating to this topic. For example, Jo M. Stanchfield (1962) found that there are no significant differences in the choices of boys reading above grade level, at grade level, and below grade level in a study of eighth grade boys reading interests. Regardless of differing abilities, they were all interested in the same kinds of books. She pointed out the necessity of obtaining more materials for instruction for poor readers based on their interests. She also suggested allowing teachers a leave of absence for writing books especially adapted for the needs of their students.

In a study to determine the general picture of reading interests of eighth grade students, Beryl I. Vaughn (1963), found a marked contrast in the preferences of boys and girls. She found that boys prefer mystery and science, while girls prefer stories of home and school. She also found that the intelligence factor did not influence students reading choices.

Harlan Shores (1954) found that as children progress through the grades, interest increases in mystery stories and decreases in cowboy stories and fairy tales. He stated that as children move toward the upper elementary grades, interest in reading about various sports and recreational activities increases. He also found that seventh and eighth graders become increasingly interested in reading about

teenagers and children. There is little difference in reading interests of children from rural, urban, and metropolitan centers. Finally, contrary to other studies, few differences between sex were found.

"A disposition or tendency which impels an individual to seek out particular goals for persistent attention" is how Witty (1960) defined interest in a brief summary about studies of children's interests. He also identified various ways of studying interests such as the questionnaire, the interview, the "log" of activities, the interest inventory, anecdotal records, and observation under various conditions.

Smith (1962) conducted an investigation to determine how closely children's free choice reading interests matched the interests and the content of preprimers and primers. He found that generally, students reading interests as shown by their "free choice" of books at the library, did not coincide with topics and contents of preprimers and primers. Also, book publishers and writers of first grade material need to expand the interest content beyond the child, his parents, and his toys, and include more of the everyday world and its activities.

In his study to determine whether short stories rated high in interest by junior high school students Soares (1963) found that regardless of intellectual ability, grade level, or sex, all groups seemed to prefer the narrative type of story that stressed the themes of bravery and cowardice rather than plot or character. The favorite story had to be realistic, set in contemporary themes, and was

most often about animals, sports, or teenage problems. The most interesting story was high on physical action and contained one main character. Also, all groups appreciated an introduction which gave clues for interpreting the story.

L. F. Ashley (1970) found that in order to individualize reading, teachers in grades four through seven need to conduct studies in their own classes to determine students likes and dislikes. She stressed that "fitting a book to a child" cannot be done unless the interests and dislikes of the children are known. Ashley also found that the best chance of encouraging good reading habits lies in - and before - grade four. There is still some hope in grade five; however, there is very little chance at all after grade five, since by this stage, reading tastes have become well established.

Norvell (1946) shared some of the results of a twelve year study in reading interests. He found that teachers should assign for study, only those selections that meet the approval of both critics and teachers and are genuinely enjoyed by children. Through wide reading young people may enjoy the materials which appeal to them individually. Teachers should cease to choose classroom reading materials in accord with their own tastes and always place the student first. Finally, there is no factor so powerful as interest to increase reading skill, promote the reading habit, and produce a generation of book-lovers.

Mary R. Smith and Isabel V. Eno (1961) asked students, "If you could have an author write a story-to-order for

you, what would you have him put in it?". The results indicated that junior high boys preferred mystery, sports, science fiction and adventure. Junior high girls preferred romance, seldom chosen by boys. Senior high boys preferred adventure, while senior high girls also chose romance. The boys showed a distinct preference for their own sex while girls preferred a strong heroine. Boys and girls both wanted stories in which the protagonist was between the ages of fifteen and nineteen. Students demonstrated a wide variety of individual differences and range of choices.

While working with college readers Rose Katz Ortiz (1983) found that it is important to "develop an interest" in reading. She stated that it is the students' responsibility to learn why they become interested in things, and then deliberately use the same inquiry with material that does not interest them. Ortiz also pointed out ten activities or exercises to generate interest in reading. An example of these is to give the students a page in the phone book and tell them to make it interesting. Another is to have the students choose an article to read and ask them to list all of the steps they went through in deciding which article to read. According to Ortiz these exercises help students become aware of why and how they find things interesting and, also how to become interested in things they find uninteresting at first.

Virgil M. Bowes (1963) found that success in guiding children to better reading experiences depends on how

closely the teacher can get to the individual child's own tastes, needs, and interests. Bowes points out five effective tools and methods: 1. Informal student conferences, 2. Interest inventories (published as well as teacher made), 3. Conferences with parents, 4. Check lists of favorite activities and books, 5. Class discussions.

Davis Kopel (1963) when reporting on the nature of interests, says that the effective teacher fosters interest in learning and nurtures those interests. He found that a teacher fosters interest by genuine enthusiasm and by varying the classroom program so that it challenges the best efforts of all pupils. He nurtures interest by helping students develop selection standards with "potentials for the self-actualization of the individual in a democratic society."

Florence T. Pieronek (1980) did a study to determine, "Do basal readers reflect the interests of intermediate students?" She examined eight intermediate basal readers with a copyright date of 1971 or later. She found that while the basal reader should not be expected to reflect all the interests of the intermediate student, from the data, it appears that basals, with minor exceptions, do reflect reasonably well, the reading interests of intermediate children.

Ford and Kopylay (1968) in their research, described the construction of a non-verbal test of children's story preferences. This can be used to identify

preferences of primary grade children, and children from lower socioeconomic groups, whose verbal reporting may be less sophisticated. The test is comprised of pictures in six different categories of children's literature. A student indicates which story he would most like to read by circling pictures. He crosses out the pictures he would not want to read.

John N. Mangieri and Margaret Riedell Corboy (1981) did a study to determine elementary school educators' knowledge of children's literature and their recreational reading habits. They published a survey which asked teachers to respond to three items: 1. name three children's books written in the past five years; 2. name a children's book written in the past seven years in each of the following genres: fiction, biography, poetry, anthology, fantasy/science fiction, picture books, and mystery/adventure; 3. name three or more activities which promote recreational reading on the part of children. Their results showed that the majority of elementary educators do not possess knowledge of recent children's books. Only a small percentage could identify a children's book written in the past seven years in the six categories. Finally, eighty-nine percent could not name three or more activities which promote recreational reading, and over half were unable to list more than one.

John T. Guthrie, (1981) when reporting on reading interests, found that high interest materials are more fully comprehended than low interest materials. He went on to

say, however, that high interest materials are easily comprehended based on superior background knowledge. After comprehension ability and interest were accounted for, knowledge contributed significantly to comprehension. The findings suggest that interest leads to knowledge, which leads to increased comprehension.

Sara T. Zimet (1966) looked at the current research available on students' interests in 1966. She found that up until that point, researchers had neglected the reading interests of the very young. She pointed out that instead of developing and refining new techniques for evaluating the interests of young children, researchers had been drawing inferences from research done with older children. She called for in-depth research to replace the "irrelevancy, shallowness, and unrelatedness". Also, she felt that research should reflect a conscious effort to more effectively use man's growing knowledge in an ever changing culture.

Inez R. Mauch and Esther J. Swenson (1949) conducted a study of children's recreational reading. They provided classrooms, in grades one through eight, with a set of one hundred and seventy one books that for three weeks were to be read on a voluntary basis. One of the findings was that children did take advantage of the additional reading material. The children in grades four through six chose books at their grade level. Fiction had the greatest appeal. Reading as a recreational activity ranked low among other activities. Students could only remember two out of

five of the books they read a year later. Finally, the decrease of student reading in the higher grades needs to be given some consideration.

Esther M. Andersen's (1948) study was done in a seventh and eighth grade junior high school. She found that 88.9% of the students said that they liked to read. Her findings showed that comic books, animal stories, fiction, western stories, mechanical, and biographies were liked best by the boys, while fiction, comic books, biography, animal stories, western stories, and music were liked best by the girls. The finding suggested that teachers must aid students in evaluating reading materials and must also create interest in new fields. Also, the teacher should encourage parental cooperation in keeping up reading standards.

Thomas J. Lancaster (1928), in his study of voluntary reading in grades four through eight in the Illinois area, came up with a number of findings. Some of his conclusions were that 98% of the books read were prose. Girls do more voluntary reading than boys. Most books read were fiction. Certain books are likely to be popular in certain grades. Books given as gifts were rated higher than books received some other way. About one book in eight begun reading was unfinished, but seventh and eighth graders finished more. Also, slow readers begin as many books as rapid readers, and they also choose the same types of books.

Margery R. Bernstein (1949) did a study to determine the relationship between interest and reading comprehension. In her study, she gave a group of students

two stories of equal readability, but one story was much more interesting than the other. The findings support the hypothesis that high interest is associated with superior reading comprehension.

In Stephen Meisel and Gerald G. Glass's (1970) study to determine the match between students' voluntary reading interests and the interest content of basal readers, a conflicting conclusion can be found. Of the children's ten most popular areas, only four were found in the basal. The results of the study suggest that basal readers do not match the types of stories students would voluntarily choose to read, and that student interests were neglected by the basal readers.

Bette J. Peltola (1963) did a study to determine how students choose books. Her conclusions indicated that at the first grade level, illustrations played an important role in their selection or rejection of a book. Also, action and humor are two ingredients children look for in the illustrations. Color of the illustrations did not seem to influence the student's choice.

Paul Witty and Anne Coomer (1943), in a study to determine the activities and preferences of high school students, found that even though students are in high school, they still need counsel and direction in reading.

Florence Cleary (1935) found that 98 percent of junior high school reading was fiction. Her results appeared to indicate that teachers are not successful in encouraging children to read non-fiction, and that there are few good

books of biography written for intermediate children.

Witty, Coomer, and McBean (1946) did a study that revealed children's choices of favorite books. They found that many of the books chosen by children as their "favorites" conform very closely to adult standards of grade level and quality. They also found that many of the books chosen by students in the second and third grades were also found on the intermediate grades list, and books on the intermediate grades list were also found to be on the high school level. The reverse was also found to be true.

Florence V. Shankman has suggested ten ways in which to enrich reading interests: 1. provide suitable reading matter that is attractive, 2. provide pleasant surroundings, 3. read parts of a book and show pictures, 4. dramatize parts of stories, 5. form a book club, 6. take trips to the library, 7. make interesting scenes from a story (i.e., shadow boxes), 8. make a series of pictures to represent scenes of a movie, 9. review books, 10. read and have choral reading of poems. She also suggests having materials for children on different levels, helping poor readers find suitable material, and taking advantage of the latest audio-visual aids available.

In a study to discover what a group of children read in a school program which encouraged wide reading, Frieda M. Heller (1940) realized that the choices were determined by the interests and needs of the children. The study was conducted on a group of average students in grades seven, eight, and nine. She found that the free-reading program

met the needs, interests, and abilities of the members of the group.

Evangeline C. Malchow (1937) did a study to determine what pupils are reading, and more importantly, why they read what they read. Her results showed boys liked certain books dealing with subjects such as animals, adventures, and tales of boys and girls who find themselves in mischief and trouble. Stories that appealed to girls were those that dealt with mystery, home life, and everyday life.

In a study comparing the reading interest and comprehension of fifth grade students Odette J. Bruneau (1986) found that the degree of interest expressed in reading correlated positively with reading comprehension scores. She also stated that if interest in reading does relate to reading achievement, teachers should attempt to increase interest in reading while teaching reading skills.

In the study to determine how reading interests of good readers in the ninth grade differed from poor readers in that grade, Hafner, Palmer, and Tullos (1986) revealed no differences between good and poor readers in the number of books and magazines read. However, good readers preferred material somewhat abstract, while poor readers preferred material that was more concrete.

Roy Eugene Toothaker (1976) studying children from four to fourteen pointed out ten general curiosities satisfied through literature. They are:

1. Children have an inward curiosity about themselves.

2. They share a curiosity about the natural world.
3. Children are curious about people and places.
4. They are curious about machines and how they work.
5. They are curious about facts and proof of facts.
6. They wonder about the ideals by which men live.
7. They are curious about the social world.
8. Children have a curiosity about creative experiences.
9. They are curious about the world of make believe.
10. They are curious about the unknown world.

Joe Jennings (1929) used the city school of Knoxville, Tennessee to determine the leisure readings of junior high school boys and girls. His results indicated that the novel was the favorite type of book read by boys and girls. "Boys books" were second among the boys, and "girls books" among the girls. "Classics" came third among the girls and fourth among the boys.

Donald Pfau (1967) performed a two year investigation to determine the effects of a supplemental recreational reading program on the amount of interest displayed in reading. He also wanted to determine its influence on reading achievement, spelling achievement, and writing fluency. His results showed those students participating in the supplemental program made significantly more trips to the library and mentioned reading more frequently as a

leisure time activity. They scored better on vocabulary tests, but there was no difference in comprehension, word analysis and spelling ability. Their written sentences also appeared to be longer.

A. M. Jordan (1942), when reporting on the interests of junior high school level students, found that boys of that age liked animal stories best, followed by adventures and tales of mischief. Girls, on the other hand, preferred stories of mystery, followed by stories of home and family life and everyday life.

The 1986 Gallup Survey on how teenage book tastes change, revealed that half of the books bought by teenagers were fiction while only 28% were non-fiction, whereas adults chose fiction 41% of the time and non-fiction 44%. Among younger teens (13-fifteen), 64% of the books were fiction and 19% non-fiction. Older teenagers chose non-fiction 40% of the time and fiction only 30% of the time. Differences by sex showed 42% of the boys purchased action/adventure and 44% of the girls bought a romance book. Teen boys (39%) are twice as likely as girls (20%) to buy a biography. Boys (28%) are also more likely than girls (5%) to buy a history book. Girls preferred health/diet/exercise type books.

Some results of Ruth Strang's (1946) study on reading interests showed that in the seventh grade, interest in animals, adventure, and mystery was greater than interest in romantic stories. By the eighth grade, both boys and girls expressed interest in books on vocational guidance and careers.

Gary Anderson, Diana Higgins and Stanley R. Wurster (1985) did a study that revealed the book categories most frequently chosen for free reading by intermediate grade students. This study suggested that regardless of achievement level, students frequently selected similar types of books for independent reading.

Timothy R. Blair and Edward C. Turner (1982) found that only half of the students that responded to a questionnaire felt that teachers select books to match their reading interests. Their results also seemed to indicate a lack of communication between students and teachers in the reading material selection process.

Walter Lamberg (1977) suggests that when in doubt about what a student should be interested in reading; don't make decisions for students, rather, decide ways you can help them make decisions for themselves. Teachers should stop doing everything for the students and help them do some things for themselves.

Thomas H. Estes and Joseph L. Vaughn, in a 1973 study, indicated that interest in a topic has a greater influence on comprehension than does readability.

Walter Barbe (1963) discussed the importance of "self-selection" and how allowing students to select their own reading materials, regardless of the difficulty of the material, encourages a permanent interest in reading.

In her Master's Thesis, Patricia Nardiello (1985) of Kean college, found that stories in basal readers frequently

did not coincide with the types of stories that students would have chosen to read if given the opportunity to select for themselves.

Many of the studies previously mentioned address the importance of student interests. It appears that boys and girls have strong preferences as to the types of books they like to read. It is also apparent that as students progress through the grades their interests change. Some researchers found that it is important to determine students likes and dislikes and recommended several ways to obtain this information. Finally, most of them agree that it is important to encourage good reading habits.

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APPENDIX

Rate each item below by placing a checkmark in the boxes titled read often, read sometimes, or hardly ever read. Choose only one box per item.

	Read Often	Read Sometimes	Hardly Ever Read
Biography			
Autobiography			
Tall Tale			
Historical Fiction			
Realistic Fiction			
Plays			
Poetry			
Short Story			
Adventure			
Classical Literature			
Myth			
Legend			
Adventure/Mystery			
Comic Book			
Information Book			
Nature/Animals			
Science Fiction			
How-To-Do Books			
Sports			
Dating and Love			

SURVEY

Name _____

Age _____

Sex _____

Grade _____

Dear Students:

You are being asked to answer a few questions about what kinds of things you enjoy reading. This information will help teachers help you to be better readers.

Please answer questions as honestly as you can. There are no right or wrong answers and you will not be marked on this. Read the directions and questions carefully. Thank you for your help.

1. Do you like to read in your free time?

   _____

2. How much time do you spend reading every day?

   _____

3. What is your favorite type of reading material?

   _____